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ABSTRACT

This document describes programs that serve migrant preschool children and their families or that would be adaptable to the migrant population. Model programs illustrate trends in the direction of a "whole family" approach to early childhood education, respect for the importance of proficiency in the child's first language with regard to developing skills necessary for later learning, and a concern for the integrity of the family. Program directors emphasized the importance of working cooperatively with other community agencies to optimize the services available to migrant families. Most of the 10 program summaries contain: (1) name and address of contact person; (2) description; (3) environment or location of the program; (4) curriculum or learning plan; (5) materials needed; (6) staff needed; (7) benefits and results; (8) problems; and (9) suggestions. Additional information provided in this guide includes a description and directory of the Migrant Education Even Start Program, which integrates early childhood education and adult education, and a description of the National Preschool Coordination Project, which provides interstate coordination in the identification and development of effective educational services for preschool migrant children and their parents. (KS)

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PROMISING PRACTICES
in
Early Childhood Education

Developed for Migrant Education Programs
by the
National Preschool Coordination Project

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RC 019256

VOLUME I
December 1991

National Preschool Coordination Project - a Migrant Education Interstate Coordination Project
1527 West Lewis St, San Diego CA 92103

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NATIONAL PRESCHOOL COORDINATION PROJECT
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administered by

The Office of Migrant Education
California State Department of Education
721 Capitol Mall
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Thomas Lugo, Manager

in cooperation with

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San Diego, California 92111-7399
County Superintendent of Schools

"Section 1203 (A) (i) of Chapter 1 of Title I, of the Elementary and Secondary Education Act of 1965, as amended."

(A Migrant Education Interstate/Intrastate Coordination Program)

National
Preschool Coordination Project

A Migrant Education Interstate Coordination Program
1527 West Lewis Street, San Diego, CA 92103 (619) 497-2116

Dear Migrant Educators:

This will be the first volume of Promising Practices, descriptions of programs that serve preschool aged children and their families. The programs were suggested to us by migrant educators.

We have not had the resources to interview all of the programs suggested to us. The programs selected represent a variety of early childhood education approaches. They were not restricted to migrant programs, but to those adaptable to the migrant population. The nine Migrant Even Start programs are listed in the appendix with a general description.

A common quality of these programs is the skill and empathy of the staff. Home visitors, in particular, reach out to parents making them feel capable and accepted. They provide an important link with the community and other resources. They frequently are the key to program success.

It is important that these pillars of the program be well trained, have good support, and be culturally sensitive to migrant families. It is also important that they speak the language of the home. We must all help to recruit and develop good staff for the important task of educating our youngest clients.

We hope this volume will provide you with models that can be adapted or replicated to help migrant children and their families.

Sincerely,

Susan C. Morse
Project Director

• Administered by the Office of Migrant Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814, Thomas Lugo, Manager
• In Cooperation with San Diego County Office of Education, 6401 Linda Vista Rd., San Diego, CA 92111, Migrant Education, Region IX, Sonia Duffoo, Director

Promising Practices
in
Early Childhood Education

A collection of program descriptions
for Migrant Educators

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Introduction

Newer approaches to early childhood education are exciting because they recognize and support the cultural heritage and life experiences of the young child. They promote creativity and excitement about learning.

The following accounts of model programs reflect how trends are moving in the direction of a "whole family" approach to early childhood education. Especially evident is a respect for the importance of proficiency in the child's first language in order to develop the skills necessary for later learning, as well as a concern for the integrity of the family.

Program directors emphasized the importance of working cooperatively with other community agencies to maximize the services available to migrant families and to ameliorate conditions in family situations which could hinder proper physical, emotional and intellectual development of the children.

Many of those interviewed reported an appreciation for the bilingual "Visions" newsletter produced by the National Preschool Coordination Project and stressed its usefulness with parents of preschoolers.

The personal concern expressed by staff during interviews was refreshing and inspirational. It reflects the deep concern that educators of migrant children have for their well being and the sincere hopes they have for their success.

Although there are few programs available, those interviewed promise strides toward better understanding between home and school and toward the goal of providing all children full access to the educational opportunities of this country.

Pat Bastin, Consultant
National Preschool Coordination Project

November 1991

Preschool Program Outcomes

What outcomes should be expected from a preschool program?
The list that follows is an effort to summarize and simplify the "bottom line" objectives for an effective preschool program for migrant children.

Desired Outcomes:

• Parents value their skills, traditions and language, and share them with their child.

• Parents feel that their child is capable of learning and is successful at things s/he attempts.

• Parents are reinforced that the home language or dialect in which they are most comfortable is the one in which they should communicate with their children.

• Parents have received support and assistance as requested and have received training in active parenting.

• Children have had modeling and lots of opportunities to use language.

• Children have had an opportunity to socialize with other children, both peers and of other ages. They can (at times) share, negotiate, cooperate and play games.

• Children have had the opportunity to attempt and master a variety of large motor activities: jumping, running, balancing, climbing, rolling, crawling, swimming.

• Children have had the opportunity to use toys, objects, and tools for manipulation.

• Children have been exposed to concepts such as opposites, comparatives, quantity, colors, shapes, spatial relationships (prepositions) through actions and manipulatives

• Children have been exposed to books and writing and storytelling. They have been read to often, have seen adults reading and writing, have helped label things, have observed signs.

• Children have experienced singing, dancing and art activities and been exposed to adult music, dance, performing and visual arts.

• Children feel happy and confident and value their language, culture, race, family and personal skills and abilities.

---A preschool program that is able to achieve the above will be preparing a child and their parents for a successful school career.
Children entering kindergarten with these skills, experiences and perceptions of themselves, they will enter school ready to learn.

by Susan C. Morse
Director, National Preschool Coordination Project
September 7, 1991

A CHILD'S FIRST TEACHER

from Region II, CA Migrant Education
Ernesto Ruiz Director
Maxine Bigler, Associate Director, Area IV

Contact person:
Yolanda Mendoza
Migrant Education Region II, Area IV
568 Manzanita Avenue, Suite 2
Chico CA 95926
916/891-2825

THIS PROGRAM IS BASED ON MONTESSORI EDUCATIONAL PRACTICES AND IT PROVIDES SERVICES TO PARENTS AND CHILDREN OF FIVE LANGUAGE GROUPS IN THEIR OWN LANGUAGES IN THEIR OWN HOMES.

Description

This is a home-based program that actively involves parents in the education of their children. Parents and their children are visited in their homes once a week for one hour by a trained home visitor. Together they practice developmentally appropriate activities that meet the needs of their children. Educational practices include:

- a one-on-one approach to parents and children
- teaching in familiar surroundings
- demonstration of educational material, rather than lecture
- consultation with the parents on all aspects of the child's learning
- coordination with community agencies to meet the families' needs
- teaching in the home language

Parents meet other parents and share ideas during group training. The program is designed to provide parents with necessary skills to improve the quality of their interactions with their children.

Preschool families are served in their homes once each week. Parent meetings address additional parent educational topics.

Approximately 100 families of 3, 4, and 5 year olds (those not old enough to be enrolled in kindergarten) are served. Success is leading to significant expansion during the coming year. The First Teacher Preschool Project has been serving migrant families of preschoolers in Northern California since June, 1989.

Environment/Location

The program operates in rural areas of Northern California where migrants. Crops include orchard fruits, tomatoes, olives, strawberries as well as logging and fishing. **Families are served in their dominant language - English, Spanish, Hmong, Mien, or Punjabi - by bilingual staff.** The program operates twelve months, but terms are short to accommodate migrant cycles.

Curriculum/Learning Plan

First Teacher incorporates the "whole" family approach and Montessori methodologies to train parents on early childhood skills and to enhance the self esteem of parents and children.

One of the major goals of the project is to help reduce the high grade retention rate among migrant students by providing participating children with necessary basic skills for entering kindergarten.

Objectives:

- parents will demonstrate a better understanding toward their role as the first teachers of their children
- children will demonstrate improved skills in all areas of development
- migrant staff will be provided training on Early Childhood Skills and **Montessori methodology (EXPERIENTIAL ACTIVITIES DESIGNED FOR THE APPROPRIATE DEVELOPMENTAL STAGES OF PRESCHOOLERS.)**
- the urgent health and dental needs of participating migrant children will be addressed.

Materials

Materials are common household items, such as beans or rice for sorting and counting, that can be used by parents for repetition and continuation of the activities.

Staff

One of the greatest strengths of this program is the quality of the home visitors. They provide a link to the community that many of these parents do not have. They are selected to be caring, sensitive individuals.

Seventy-five staff are employed and continuous training is provided throughout the year by the Early Childhood Education Specialist. Educational backgrounds of the staff range from the minimum of six early childhood education units, to the masters level of proficiency. Most have had previous experience with the Migrant Education Program.

Benefits/Results

There is ongoing evaluation of each child through authentic assessments and informal observations. Because of the success experienced by children and parents, the project will be further expanded during the coming year.

Problems

Many of the materials and activities are not written in the home language thus the program effectiveness is dependent on the ability of the home visitor to translate effectively. Since materials are hands-on and staff is bilingual this has not be an obstacle.
An obstacle to overcome is the initial low confidence level of parents in undertaking these teaching activities. Finding qualified bilingual staff can be difficult.

Suggestions

Being able to operate in the home is a big plus. Stick to that practice if at all possible.

Interview of Yolanda Mendoza conducted by Pat Bastin, NPCP consultant

PB/SCM/PB

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¡ADELANTE!
A Pilot Project of the Oceanside Public Library

Contact Person:
Grace Francisco
Oceanside Public Library
330 North Hill Street
Oceanside, California 92054
619/966-4670

THIS BILINGUAL (SPANISH) PROGRAM OFFERS GREAT INFORMATION ON PARENTING, HEALTH, NUTRITION, AND SOCIAL SERVICES AND PROMOTES USE OF THE PUBLIC LIBRARY.

Description:

¡Adelante! is administered by the Oceanside, California Public Library working in cooperation with the Oceanside Public Health Center. As part of the California State Library's "Partnership for Change" grant program.

¡Adelante! targets Spanish Speaking families with children. The program aims to overcome barriers that hinder Hispanics from using the Library, Public Health services, and other agencies that can be helpful and also to assist families in their interactions with the cultural mainstream.

By making information readily accessible in a comfortable, non-threatening environment, more families can take advantage of the resources available in the areas of parenting, child development, family health and nutrition. **Children benefit as parents become better informed.**

MOBILE RESOURCE VAN

Resources are brought to Spanish speaking neighborhoods in a vehicle which resembles a catering truck. Sides fold out to reveal parenting books, kits, magazines, booklets, handouts, and children's books and cassette tapes. A video cassette player is installed for us in special programs. Oceanside

Public Library is the headquarters for the outreach truck. It visits Hispanic neighborhoods approximately twenty hours per week.

HEALTH EDUCATION

A **bilingual nurse** presents sessions on parent education, health, and nutrition. These programs are held at the regularly scheduled vehicle stops. A table and chairs which are easily set up are carried in the vehicle.

PARENTING INFORMATION/LEARNING ACTIVITIES

The Oceanside library has developed a special parenting section with material and books available in Spanish and English. Activity packets have also been developed that may be checked out to families. These are hands-on learning activities for children with instructions for use for parents.

Environment/Location

The van has regularly schedule sites in neighborhoods and other places where Spanish speakers congregate. All ages from babies to grandparents are served. The materials including books, tapes and activities are in Spanish.

Goals

The Goals of the project are to enable families to adjust and take full advantage of all the mainstream culture has to offer, to give children the best possible start in life, and to offer stimulating activities and resources as alternatives to gang or other less desirable lifestyles.

Operation of Program

One **bilingual librarian and one bilingual nurse** staff the vehicle twenty hours per week. During the twenty hours per week that the truck is not in the the community, the librarian is available at the headquarters library to help those who come in for information.

She also orders materials, conducts library tours in Spanish for Adult education classes and other groups, presents childrens' programs in Spanish, and speaks to parent/teacher associations and related organizations.

An **advisory board** consisting of grass roots volunteers, business people, educators, social service and health professionals, and recognized leaders in the Spanish speaking community collects feedback and provides guidance for the operation and direction of the program.

Benefits/Results

The outreach program has just begun however, it has already generated significant increases in usage of the library by Hispanic families.

Suggestions/Problems

Additional staff could increase operating hours. Money to buy materials to distribute for free would be very beneficial. The truck was special ordered and expensive. A converted catering truck would have been more economical. Be creative in joining forces with others in the community who share common goals.

Written by Pat Bastin,
PB/SCM/PB

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BIRTH TO THREE

Birth to Three
3411-1 Willamette
Eugene Oregon 97405
503/484-4401

THIS PROGRAM IS DESIGNED TO DECREASE CHILD ABUSE AND NEGLECT. IT PROMOTES A PARENT SUPPORT SYSTEM.

Birth to Three is a non-profit organization of parents and professionals dedicated to promoting good parenting skills and positive attitudes towards child rearing for parents of young children. It began in Eugene, Oregon in 1978.

Description

Neighborhood education and support groups are led by a staff Parent Educator who brings together parents of babies the same age and living in the same area. **Birth to Three provides a bi-monthly newsletter, educational events, a poster listing educational resources for parents, and special interest groups.**

Teenage parents, parents under stress, parents of toddlers, parents of multiple birth children, and single parents have their own special group meetings.

Parents are educated in child growth and development and are helped with general problems in their lives. Stressors are identified and addressed through counseling, reducing isolation, helping with transportation, and providing support services. A curriculum called Make Parenting a Pleasure is used.

Environment/Location

Groups are formed in specific neighborhoods and vary in focus depending upon clientele. Meetings are held in offices, homes and churches. An Hispanic group is just forming. Clients are referred or respond to advertising. Five hundred people are served annually.

Meetings of one or two hours are held weekly and child care is provided. Fourteen part-time professionals and 150 volunteers implement the program.

Curriculum Materials

In addition to Make Parenting a Pleasure, Teen Parent Manual and Educational Materials for New Parents are used. These are available from Birth to Three.

Benefits/Results

Good results have been obtained in the area of stress reduction. Only one incident of child abuse was identified among participants over the last two years. However, we are constantly struggling to obtain/maintain funding.

Suggestions

The National Family Resource Coalition 312/726-4750, is a wonderful resource.

PB/SCM/PB

Building Bridges:
A Home-Based Program for Migrant Three-Year-Olds

Region One Education Service Center
Director: Leroy Jackson
Contacts: Cecilia Gutierrez and Diana Chapa
Migrant Education Program
1900 West Schunior
Edinburg, Texas 78539
(512) 383-5611

"It is of great concern to us that parents view their children as capable as a result of our interventions."

Program Description

This program was developed as an alternative to a school-based early childhood education program. The program offers a home-based model whose goal is to provide early childhood educational experiences to children in their homes with the help of their first teachers--their parents. The home activities for children and supporting parent activities have been tailored to meet the special needs of migrant three-year-old children.

Practices

The program takes into consideration cultural perspectives and parents' values regarding child-rearing and attitudes towards sending their young children to receive "formal" schooling. The home educators assigned to work with parents are trained to acknowledge cultural values and demonstrate alternative viewpoints, but not to impose their own value judgement.

Goals

The goals of Building Bridges are threefold. The primary goal of this home-based program is to provide appropriate developmental activities which support migrant children's developmental growth in language, cognition psychomotor, social and affective skills. Secondly, it aims to provide appropriate activities which will develop and enhance parents' skills to interact and encourage their children's growth and development. Finally, the program aims to develop a network of support services which will facilitate the growth and development of the entire family.

Activity Manual.

Three major activities and services in the program are home visits, parental involvement activities and monthly meetings.

Language Philosophy

A strong focus of the activities is to provide opportunities for oral language experiences in the child's primary language.

A child figures out the structure of his language situations as those around him use language to persuade, to comfort, to entertain, to inform, to inquire, to argue, to scold, to greet, and so on. Therefore, knowing the language spoken by the primary caretaker is a critical first step. A child needs to be allowed sufficient time and experience for effective language development in the first language.

Caution is recommended when deciding the child's primary language. Often at this young age, Spanish-speaking children have a few vocabulary words in English (their second language) and a premature decision is made to present activities and concept development in English. Take time to ascertain a solid first language base in Spanish-speaking bilingual children before initiating an all English program. The premature emphasis on second language acquisition may create a situation where the preschooler is robbed of valuable and necessary experience for effective language development in the first language.

"An important component of the project is the care, training and support provided to the home visitor."

"We must support and enhance the literacy that already exists within the migrant home."

EARLY CHILDHOOD FAMILY EDUCATION

Lois Engstrom
Early Childhood Family Education Specialist
Minnesota Department of Education
992 Capitol Square Building
St Paul MN 55101
601/296-8311

A STATEWIDE PARENTING PROGRAM RECOGNIZES THE POSITIVE INFLUENCE OF THE FAMILY ON LEARNING.

Description

Early Childhood Family Education is a program for all Minnesota families with children between the ages of birth and kindergarten enrollment. It recognizes that families provide children's first and most important learning environments and parents are children's first and most significant teachers.

It is the mission of Early Childhood Family Education to strengthen and support the ability of parents to provide the best possible environment for the healthy growth and development of their children.

"I no longer yell and slap. I relax and don't push... I've learned different ways to discipline."

"I am male, widowed with two small children, and ECFE saved my life."

Research shows that early childhood programs involving both parents and children are more effective than programs centering exclusively on the child. Educators and psychologists contend that it is vital for early childhood programs to assist parents in their role as primary educators of their children.

Involving families prior to kindergarten enrollment encourages parents to play an active roll in their child's learning in the elementary years and beyond.

Minnesota serves 175,000 children and parents annually in this program. Expectant parents are also included. The program serves

families until a child reaches kindergarten age. Parents, teachers, and children meet in a variety of settings such as schools, churches, shopping centers, shelters, and community rooms.

Environment

Almost every school district in Minnesota has adopted this program,so a wide range of clients are enrolled. All activities are conducted in English. Some programs are able to provide transportation while others do not.

Curriculum

Early Childhood Family Education was developed through a series of pilot programs funded by the Minnesota Legislature and coordinated by the Minnesota Council on Quality Education. Programs are designed to meet the needs of families in their communities. Most programs include the following components for children and parents:

- Parent discussion groups
- Play and learning activities for children
- Special events for the entire family
- Home visits
- Early screening for children's health and developmental problems
- Information on other community resources for families and young children
- Libraries of books, toys, and other learning materials

Each program has an advisory council to help match services to community needs.

Staff

The programs are staffed by licensed parent educators and early childhood teachers who work directly with the parents and young children. Highly specialized consultants frequently serve as resources for specific topics. Volunteers also play a valuable role in many of the programs.

Operation

Operation varies from community to community in terms of length, frequency of meetings, and age levels combined in one group. Families typically participate two hours a week throughout the school year. Programs are offered evenings, daytime, and weekends according to the needs of the community. Costs vary and can be waived.

"My children were born when my husband and I were in our early twenties. We were young and uninformed about parenting. Now I think ECFE should be required of every parent before they even have kids."

Benefits

Strengthened families are the ultimate benefit. However, supporting and strengthening the role of parents as teachers has cost-effective implications as well. The potential of Early Childhood Family Education to prevent or reduce later learning problems of children is borne out by evaluation of the Minnesota programs. Participating children tend to require fewer special services and experience more success during the ensuing school years. Parents report increased satisfaction in their parenting roles. Schools benefit from a higher level of parental involvement in children's education that continues throughout the school years.

Problems/Challenges

Transportation is a problem for many parents. Because the program serves the whole community, individual project must integrate different socio-economic levels. Motivating some parents who don't wish to attend but could benefit from the programs is also a problem.

Suggestions

Initially, a lot of home visits can be effective in interesting and enlisting reticent parents. Special introductory one-time events might serve to introduce the program and capture the interest of parents.

Lois Engstrom was interviewed by Pat Bastin, NPCP consultant

PB/PB

EARLY PREVENTION OF SCHOOL FAILURE

Luceille Werner
National Director
114 North Second Street
Peotone Illinois 60468
1-800-933-3478

Anita Lewis
Special Education

A DEVELOPMENTALLY APPROPRIATE PROGRAM WITH NEEDS ASSESSMENT AND EVALUATION COMPONENTS INCLUDED

Description

The Early Prevention of School Failure Migrant Program provides **instructional activities in gross and fine motor, visual and auditory perceptions and receptive and expressive language.** Training in these areas is valuable for subsequent reading and writing experiences.

The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language.

Migrant children at age 6 are often introduced to many formal aspects of reading and writing considerably out of harmony with the developmental timetable.

Early Prevention of School Failure provides the necessary screening assessment to determine the migrant child's strengths and needs in developmental skill competencies. The project, then, follows the assessment process with a program for teachers (site based) and parents (at home) to help children prepare for formal reading and writing. Materials are designed for use with migrant families.

Children's activities are conducted in schools. Some parent activities are held at the school, some at the migrant camps, and others in the homes.

There are four components of the program

1. Screening
   Children are screened by a team of teachers and specialists in areas of language, auditory, visual, fine and gross motor development.

2. Conferencing
A computer program interprets results of the screening data. A printed student profile includes a graph that notes student learning strengths and needs.

3. Educational Planning
Activity guides and cards provide learning experiences for students functioning at three to eight year old developmental level. Learning activity guides provided teachers with ways to provide effective teaching strategies for all students to enjoy successful learning experiences.

4. Evaluation
Pre-post testing done to determine student impact. Longitudinal studies on significant student input is provided to districts adopting the program.

Environment/Numbers

People migrating between Illinois and Texas make up the majority of the community served. Speakers of English, Spanish, Cambodian, Laotian, and Vietnamese are accommodated for in the program. Statewide, three hundred 4,5, and 6 year old children and their families are served each summer.

Materials

In addition to curriculum materials, materials have been developed for use in training personnel, screening, evaluating, classroom management, and classroom activities. They are available for purchase at the above address.

Staff

Staff to pupil ratio in Peotone is 10:1. To adopt the program, a district must send a team of a minimum of 4 staff which includes: teachers of 4-6 year old children, resource personnel, and an administrator or coordinator.

Operation

Students attend approximately two sessions of 2 to 3 hours each week in the summer. Home visits lasting one half hour are made weekly, with home learning activities provided.

Benefits/Results

Results have been excellent, evidenced by pre and post test scores. An outside source evaluates the overall program yearly. Student performance in kindergarten is improved.

The program has been adopted in forty-three states for summer and/or regular migrant programs. The program profiled below is administered by Peotone School District, Peotone, Illinois.

Problems/Loopholes

Lack of teacher development due to staff turnover exists somewhat. Competent bilingual staff are essential. The approach is based on a remediation, the model assumes deficiencies in the child's development. These differences may be cultural rather than developmental. Care should be taken that program staff do not imply to parents that children are deficient in any way.

Suggestions

Anyone interested in adopting this program model and curriculum should work with the agency in their state that administers Migrant Education.

PB/SCM/PB

Marion E.S.D. Home-Preschool Program

Oregon Migrant Education Program
Jose Garcia, Director

Tina Garcia, Coordinator
3400 Portland Road, N.E.
Salem, Oregon
(project is actually housed
in Woodburn, Oregon)
(503) 588-5361

Editor's note: The Marion Home-Preschool Program has been expanded through funding from Migrant Even Start. The following description includes the additional components added in the new Migrant Even Start program. All or any of these components could be adopted by other programs.

THIS MODEL OFFERS HOME AND SITE BASED LEARNING AND PARENT CLASSES, ALL IN THE HOME LANGUAGE.

Description: The program addresses four core areas of service, through both home based and site services. **The consistent theme of all services is the empowerment of the parents of the preschoolers to provide lifelong guidance, support and advocacy for their own children.** The project serves about 40 families or 100 people.

1- Adult and Child Activities: The child and parent spend time together with the modeling of the instructional support aide. Activities are designed to demonstrate how to develop language in a natural setting. Activities may center around cooking with the child, a nature walk, shopping, games and home activities.

2-Parent Literacy Classes: This program is funded in collaboration with the community college. Instructors were recommended by Even Start. The classes are offered at two sites: the community college and the elementary school (the elementary site is better attended). Transportation and child care are provided. Instruction includes English as a Second Language using a whole language approach, native language literacy, and the GED in Spanish (as needed). Grandparents and teenage dropouts in the home are also invited.

3- Child Development: These services are home and center based. One day a week groups of 8-10 children go to a host home for two hours. All instruction is in the home language (Spanish or Russian). The parents and assistant work side by side following a schedule of activities including circle time and prepared activities. Adults facilitate the children's play. The following day this parent accompanies the group to the center where children experience a site based preschool including learning stations with art, manipulatives, experiments, housekeeping corner, balance beams, tricycles, music and movement.

4-Parent Education: Trainings are offered at two times. Thursday nights meetings are attended by about 50% each, fathers and mothers. Friday mornings are mostly women. These classes are extremely successful providing lots of support among the families. The beauty of the parent sessions is that they give parents who are isolated the experience of coming into town and spending time sharing parenting needs and socializing with people the same age with similar needs and experiences. This is one of the most empowering components of our program.

Additional activities:

Once a month we ask parent to share a talent that they feel comfortable presenting. Potlucks are scheduled every other month parents bring wonderful ethnic foods (Mexican and Russian) and enjoy sharing. At Christmastime a white elephant gift exchange encourages parents to share something without having to spend money. It is lots of fun. The group also shares cultural traditions and memories about the holiday during this time.

Curriculum:

Culture is the common thread woven throughout the curriculum. We use parts of Nuevo Amanecer (developed by Head Start) to supplement our materials. The ESL approach is whole language. We have been pleased with the Steck-Vaughn materials in the literacy program. They are appealing to teenagers and parents.

Staff: The coordinator works with a resource teacher, six instructional assistants and one home-school consultant who is also the MSRTS clerk.

One of our goals is to instill in parents how influential they are with their children all their lives

Benefits:

The parents are believing that they can make a difference in their child's life not just academically, but throughout life. They are also learning that they can be advocates. Documentation of effectiveness is maintained through anecdotal records and narrative accounts.

The children have the opportunity to socialize with other children of varied cultural groups at a school site and at home learning.

The community has been very responsive. The school has become a player in working with families, making them more responsive to families and to opening the school for adult education, migrant health services (We use the health services worker a lot). The school sees agencies in a different light. They are realizing that if you are truly going to serve children you need to involve whole families, and that these agencies are the key.

Problems:

1- Finding bilingual/ bicultural certificated resource teachers
2- Funding is not equitable as compared to the regular Chapter 1, Even Start programs. A regular Even Start program serving 17 families (as compared to 40 in this program) receives twice the funding.
3- Transportation to remote areas, both for home visits and to transport parents to classes and meetings. The time on the bus adds an excessive burden on the families. Attempts are being made to offer classes closer to some families.
4- Space: Larger classrooms in good locations are always desirable.

Suggestions:

Flexibility in guidelines for service is needed to allow program continuity and transition from preschool services to public school programs. Present guidelines (for the Migrant Even Start Program) require service to currently migrant, excluding participants who lose their active status, before their child(ren) transition into the public school.

Tina Garcia was interviewed by Susan Morse, NPCP Project Director 11/91

PARENTS AS TEACHERS

Pat Tenninson, Coordinator
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THE PARENT RESOURCE CENTER IS A UNIQUE FEATURE OF THIS URBAN PARENT-CHILD EDUCATION EFFORT.

Description

The Parents As Teachers program offered by the School District of Kansas City, Missouri addresses the development of children from birth to age three, as well as provides other services to assist parents free of charge. Parents participating in the program will be able to spot conditions that might interfere with a child's development, gain confidence about child-rearing and be in touch with a referral network of child services.

This Missouri model was developed in the State Department of Education with assistance from Burton White of Harvard University, and other authorities on early childhood.

A National Center at the University of Missouri at Saint Louis can provide training to those wishing to replicate the program. The specific program profiled below is in the Kansas City area. The Parent Centers serve forty to eighty families each. These families have a child from birth to age three.

The program combines individual home visits with use of parent centers for housing resource libraries of literature and toys, and for holding group activities.

Environment

In Kansas City, the sites are all urban with some migrant families taking part. Family backgrounds are diverse. Bilingual staff serve Spanish and Vietnamese families. Kansas City employs 115 staff to serve between four and eight hundred families.

Curriculum

A certified parent educator meets with parents in the homes to share ideas, provide guidance, offer encouragement, and help parents evaluate the child's progress in stages of growth and development.

Group meetings provide an opportunity for more sharing and is supportive to parents. Parents may borrow educational and age appropriate toys from Parent Centers, as well as literature and information on programs and services available to children and their parents.

Special tests are administered to screen children for any lags or problems in areas of vision, hearing, language, and physical development. Sessions incorporating fun with learning activities are scheduled for parents and children together.

Operation

Parents As Teachers operates on a twelve month basis. Home visits are monthly and group meetings are also monthly. Parents may use the resource centers and lending libraries as often as they choose.

Benefits/Results

Research studies have demonstrated achievement above national norms for students in the program three years.

Problems

Getting at-risk parents to participate is an on-going concern. Some families move as often as fifteen times in a year.

Suggestions

Line up good reliable funding because making individual home visits is expensive. Observe an existing program before starting your own.

PB/SCM/PB

Project Home Base

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THIS ENERGETIC PROJECT BRINGS PARENTING INFORMATION TO FAMILIES IN THEIR HOMES, AND COORDINATES WITH THE COMMUNITY FOR ADDITIONAL SERVICES

Description:

Project Home Base is aimed at supporting and enhancing the parenting/teaching of parents behavior and thereby influencing development of the child's growth/learning potential.

The central feature of the project is a weekly home visit by a paraprofessional parent educator, who gives the parents information about child growth and development, health care, and related topics and present them with a task selected to meet the development of the child. The parents then work with their child on that task during the week.

The project offers a combination of home visits and site instruction for children of pre-kindergarten age.

Each week parents are taught a task to teach to their child using the techniques modeled by the home educator. Parents are introduced to the library and learn to use books with their children. Early language acquisition is stressed and parents practice songs, finger plays and other games to encourage language use. Praise is one of the twelve teaching behaviors demonstrated to parents.

Environment:

A large Spanish speaking population is served by Home Base. Many are apple pickers. Bilingual staff are able to conduct parent instruction in the home language. Families with children ages 0-4 are accepted. There are approximately 250 families in the program each week.

Operation:

Eighteen parents educators visit sixteen families per week each. Parents are visited for between twenty-five to forty-five minutes each week. Children may attend Head Start three and one half days per week when they are four. Referrals to community agencies help meet the family's social and health needs.

Benefits:

Positive results have been verified. Project Home Base was featured along with six others in a study conducted by the U.S. Department of Education to learn about the effectiveness of parental involvement programs.

Problems:

Daily tasks of administering the programs leave little time for producing brochures or fact sheets which could help answer the enormous number of request for information about the project.

Carol Ann Forsberg was interviewed by Pat Bastin 10/91

Project P.I.A.G.E.T.

(Promoting Intellectual Adaptation Given Experiential Transforming)

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PIAGET'S HANDS-ON EXPERIENTIAL LEARNING PROVIDES A SOLID BASE FOR LEARNING THROUGH THE CHILD'S SCHOOL YEARS

Description:

This project is an instructional program designed for young Limited English Proficiency children and their parents. It is based on the research and theories of Dr. Jean Piaget, developmental psychologist.

In the classroom, this comprehensive program helps the children learn to speak, read and write basic English while supporting their native language. It provides growth in related areas such as mathematics and cultural arts.

At home, the instructional program teaches and shows parents how to support and extend classroom skills and become "teachers" of their own children in home setting.

Environment:

The model program used in several states has been adapted for use with migrants in Gettysburg, Pennsylvania. Twelve families of apple pickers participate from July to November. Bus transportation is furnished to the site.

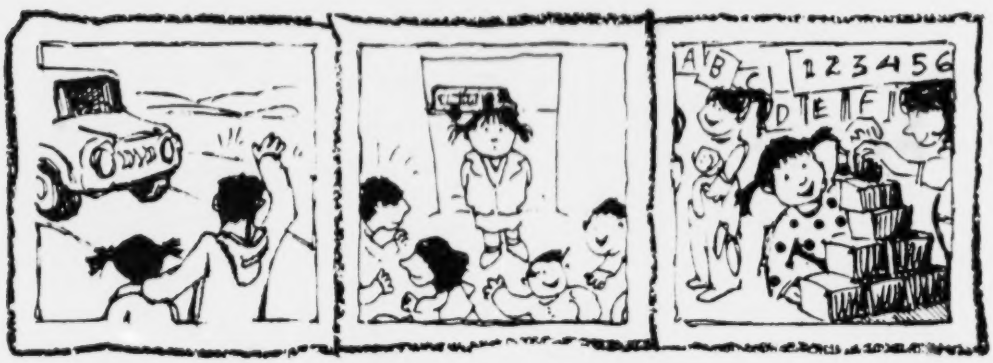
In the classroom, the project extends the native language proficiencies and develops basic English language competency. It also improves related development of intellectual, social, motor, and self identity concepts.

In the home, it develops the parent's abilities to work successfully with their own children by extending growth concepts from the classroom to the home.

The adapted Gettysburg program works with children in a preschool setting daily from 7:30 to 4:30 pm. The same classroom staff goes into homes one hour each week. There are three parent facilitators, a teacher, and an aide to work with twelve families.

"It shows my child that I care, because I do the same things at home that my child does at school."

The project encourages and supports the development of constructive home-school relations where parents work cooperatively with staff in home and school settings by active involvement and policy decision making in the program.



<u>The purpose of the PIAGET program is to:</u>

-**Educate the "whole child"** by recognizing that language systems are interrelated and interdependent with other major areas of the child's growth and development including his/her family, bilingual and sociocultural milieu.

-**Increase capacities of parents** to guide and teach their own children in home settings in which they maximize their parent as teacher roles.

-Provide a successful program to **support native languages** and cultures, to **teach English** oral language and reading readiness and to develop thinking skills in curriculum and content areas.

-**Contribute constructively to home, school and community relations** by using the common goal and desire of the family and the school for the child's constructive growth during the formative years.

Materials:

A manual of in home activities and assessment material are used and must be purchased.

Benefits:

-Development of self-identity and social group processes
-Constructive parent-school-community relations
-Maximized learning through bilingual strategies
-Improved critical thinking skills in math and sciences
-Increased English competency
-A foundation of understanding in the cultural arts

Problems:

Implementing Project P.I.A.G.E.T. with an actively mobile migrant population presents some difficulties and requires adaptations. The extensive assessment procedures with parents and children are time consuming, given the limited temporary residency of migrant families.

Suggestions:

Successful implementation requires competent bilingual staff and flexibility in scheduling home visits to best meet the needs of working parents. Contact Dr. Yawkey for information and then vary the model to conditions in local communities.

Lori Grim was interviewed by Pat Bastin, NPCP consultant

MIGRANT EDUCATION EVEN START

The Migrant Education Even Start Program is a family-centered education program which involves migrant parents and their children in a cooperative effort to enable parents to become partners in their children's education, and to assist their children to reach their full potential. It is the purpose of this program to integrate early childhood education and adult education into a project that builds on existing community resources.

Key elements of the Migrant Education Even Start Program are:

- To identify and recruit eligible migrant children.
- To screen and prepare parents and children for participation.
- To design programs and provide services appropriate to participant's work and responsibilities, such as; scheduling and location to accommodate parents and children, child care for the period that parents are in the program, and transportation for participants.
- To establish instructional programs that promote adult literacy, training parents to support the educational growth of their children, and preparation of children for success in regular school programs.
- To provide special training to enable staff to develop necessary skills.
- To monitor integrated instructional services to participating parents and children through home-based and center-based programs.
- To coordinate programs with existing services, such as; Head Start, Adult Education, Job Training Partnership, Chapter 1 and Chapter 2 and other relevant programs.

Eligibility Criteria:

Eligible participants are migrant education parents who are eligible for adult basic education programs and their child/children from birth to 7 years of age.

Application may only be made by a state educational agency.

For further information call:

The U.S. Department of Education
Office of Elementary & Secondary Education
Office of Migrant Education

Phone: 202-401-0742

BEST COPY AVAILABLE

New Grants

ARIZONA -- WESTERN STREAM

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Migrant Child Education
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CALIFORNIA -- WESTERN STREAM

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IDAHO -- WESTERN STREAM

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KANSAS -- CENTRAL STREAM

Ken Gentry
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PENNSYLVANIA -- EASTERN STREAM

Dr. Manuel Recio
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Project Description
for the
National Preschool Coordination Project

PROJECT TITLE: **National Preschool Coordination Project:** An Interstate Migrant Education 1203 Grant

AREA OF EMPHASIS: Preschool Migrant Children Nationwide--
The emphasis is interstate coordination in the identification and development of effective educational services to children of this age group and to their parents.

DESCRIPTION OF PROJECT
This project was developed in response to the expansion of Migrant Education guidelines to include service to youth ages 3 to 5 years. The project addresses the needs of Migrant staff, and parents to improve the education of migrant preschoolers. The project includes the publication of a newsletter in three sections which will:
a) provide news, effective practices, issues, curriculum ideas to migrant staff
b) provide bilingual parenting information and resources for parents of preschoolers.
c) provide hands-on activities, stories, cut-outs for parents to use with preschoolers. This population may not otherwise have access the these activities. The publication can be duplicated and used for parents trainings, on home visits or it can be mailed directly to the home.
2. The project has established an Interstate Coordination Committee (ICC) charged with responsibility to seek out effective models and identity issues and obstacles to the provision of services to migrant preschool aged youth. The ICC assists, reviews and advises the project directer in the development of the components of the project and the final publications.
3. The project coordinates with other interstate agencies to improve access to services by preschool aged migrant youth.

Additional products of the project include: Promising Preschool Practices, Burning Issues for Migrant Preschool Services, and a Bibliography and a survey of existing services.

INTERSTATE COORDINATION COMMITTEE

•ARIZONA
Marion Herrera, Program Specialist

•CALIFORNIA
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Sonia Duffoó, Director-Migrant Education, Region IX
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•VIRGINIA
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•WASHINGTON
Mary Carr, Early Childhood Specialist

The National Preschool Coordination Project would like to offer special thanks to the members of the Interstate Coordination Committee for all that they contributed to the success of the project as well as for their contributions to the Burning Issues papers and all the products of the NPCP.

-- Susan C. Morse, Project Director